Education and the theory of habit.—Each textbook in educational psychology is likely to be organized around some particular emphasis in general psychology, and to find its occasion in the conception that some particular theory has not been given proper emphasis in earlier texts or in general practice. Professor Edwards clearly states the consideration which prompts his new book[1] as follows: "The writer thinks that the habit theory has not received its due in educational practice and perhaps not in educational thought." Education he defines as "the making, modifying, and remaking of more or less permanent dispositions, tendencies, habitudes, or, to use a single term, habits, *under the guidance of ideals.*"

The earlier chapters of the book support this view of the nature of education, the arguments of the author being reinforced by copious quotations. Later chapters deal in a similar way with the problems of learning and the learning curve, the transfer of training, and fallacious habits of thought. The treatment throughout is consistent with the announced theory of the book, so that emphasis on motivation and the supervision of study habits is not unexpected. Some topics are developed almost wholly by specific instances, given as illustrating "concretely and vividly the application of psychological laws."

As a textbook it is well planned to give the student a unified working theory of educational psychology, excellently relieved of non-pertinent material. Some important matters, as, for example, individual differences and changes with the increase of age, receive only incidental attention. A brief classified bibliography and a somewhat comprehensive bibliography of references used in the text add to the value of the book as a work of reference. The multiplicity of quotations affects the style of writing unfavorably and many of the sentences are overloaded.

Unfortunately the publishers have given little thought to the mechanical makeup of the book, and its appearance is anything but attractive. The reading of the text is rendered both more difficult and less enjoyable by the monotony of crowded pages. The content of the book is of sufficient worth to justify more thoughtful consideration of the mechanics of its presentation.

Reorganized science.—Much interest attaches to the report[2] recently issued by the science committee of the National Education Association Commission on Reorganization of Secondary Education. A committee consisting of forty-seven science teachers has been working for over seven years on the problems involved in the readjustment of science courses to the present-day needs of secondary-school instruction. The committee was organized with a small

[1] A. S. EDWARDS, *The Fundamental Principles of Learning and Study.* Baltimore: Warwick & York, 1920. Pp. 239.

[2] "Reorganization of Science in Secondary Schools," *Bureau of Education Bulletin No. 26*, 1920. Washington: Department of the Interior.

supervisory committee and subcommittees, representing each of the sciences included in the report. Conferences concerning the material to be included in the report were held in all parts of the country in order that the freest possible discussion might be secured. Studies were made of progressive experiments in science-teaching in many schools, and the results of these experiments have been included in the report. Due to these conferences and to the progressive type of work upon which they were based, much of the material included in the report has been already incorporated into the practice of many schools. The report is therefore not so much an argument as to what ought to be done in the schools as it is a record of work already accomplished by progressive science teachers. As explained in the introduction, the organization of subject-matter for science courses, as proposed by this report, is based upon

a) Numerous studies of the tendencies in science teaching in the country at large, and particularly in secondary schools in which experimental work upon reorganization has been undertaken.

b) The experience and judgment of science teachers who have studied modern needs of science teaching.

c) The judgment of supervising officers and professors of education as expressed in their writings bearing upon science teaching and in their criticisms of the manuscript of this report.

The report consists of two parts. Part I discusses the general aims and purposes of science instruction, and the general principles governing the selection and presentation of material, and outlines proposed science sequences which are found to be appropriate for use in each of several types of secondary-school organization.

Part II presents a separate treatment of each of the principal courses in science, taking account of such matters as the selection of material, aims, and methods of instruction, differentiation for certain curriculums. Specific suggestion is presented in the form of selected outlines for the treatment of sample topics and discussion of certain devices which may be used as aids in instruction, such as reference books and magazines, individual reports, excursions, and science clubs. An appendix presents a two-page discussion of the science teacher. Leadership, scholarship, and professional spirit are defined and emphasized as the fundamental qualities that make for success in science-teaching.

Teachers and administrators concerned with the various problems which constantly arise in connection with the teaching of the several science courses of secondary schools will find this report suggestive in its presentation of principles of procedure which may be confidently relied upon, and directly helpful in its more specific treatment of many features of the work of reorganization of such courses.

Training store-workers.—Far more general interest attaches to the report of investigations made in the research department of the Women's Educational